DOCUMENT RESUME

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TITLE	Motivation with an Emphasis on Mathematics. Description of Teacher Inservice Education Materials.
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ABSTRACT

The learning module described deals with motivation of students. The sample school subject covered is mathematics. The content of the module and the activities and resources needed for its use are described. A critique of the module and ordering information are included. (JD)

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ED168997

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: MOTIVATION WITH AN EMPHASIS ON MATHEMATICS

Publication Date(s): July 1971

Intended Users: Teachers--Preservice/Inservice who are seeking motivation in the teaching of mathematics

Grade Level(s): Elementary and Secondary

Number: Individual

Primary Focus: This module deals with motivation in a general sense.

School subject(s) and/or in-service topic(s) covered:

Mathematics is the school subject covered. Motivation of students is the in-service topic.

What participant does in using the materials:

The participant takes a pre-test, reads the module, teaches a group of students and take a post-test.

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Resources:

Personnel and materials required include the module, an outside reading assignment, a classroom of students and a resource person to give feed back to the user of this product

Describer critique:

The module allows for many opportunities for the teacher to teach a specific math lesson with the objective geared to motivating the learner. It would be helpful to have a skilled math instructor available to observe or critique each individual teacher.

SP013 991

B. IN-DEPTH INFORMATION

Title: Motivation with an Emphasis on Mathematics

Publication Date(s): July 1971

Intended Users: Teachers--Preservice/Inservice who are seeking motivation in the teaching of mathematics

Grade Level(s): Elementary and Secondary

Number: Individuals

Primary Focus: This module deals with motivation in a general sense.

1.0 PURPOSES:

This module deals with motivation. It introduces the notion that different motives are present in different learners and that to insure success with the student it is necessary for the teacher to contact one or more motives in the learner.

2.0 CONTENT — Scope and Sequencing of Topics:

The module includes:

- an introduction
- a pretest
- an evaluation of the pretest
- 9 objectives
- 5 tasks
- an example lesson plan
- conclusions
- a posttest

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The module lists a series of objectives. Each objective is followed by a teaching assignment. It is expected that someone acts as a resource person and offers some evaluation and feedback to the teacher using this module.

3.2 Help given in use of product:

Each objective is followed by a specific teaching assignment; therefore, all instructions necessary for completing the module are included.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are pre and posttests included in the product.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

This module requires that each participant read Chapter II of Motivation for Education in Mathematics" by Maurice L. Horleng. The article appears in 21st Yearbook of the National Council of Teachers of Mathematics, The Learning of Mathematics; Its Theory and Practice.

Groups of children are needed for the teaching tasks.

5.2 Distributor name/address:

Western Washington State College
Bellingham, Washington 98225

(206) 676-3090
Office of Field Services

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
MOTIVATION WITH AN EMPHASIS ON MATHEMATICS (An instructional module)	$5.00	No	1 each	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dale Fransson , associated with Wester Washington State College, was the principal developer of this product.

6.2 How developed and when:

This instructional model was produced through a grant from USOE to the Seattle Public Schools and Western Washington State College.

A Design Team reviewed the available literature on inservice education. The Design Team prepared a set of "principles for effective inservice education," gleaned from the literature. A panel of consultants reviewed the list and recommended revisions. The Design Team developed a tentative model for effective inservice education based on the revised principles. The panel of consultants also reviewed this model. The materials were analyzed both as to content and feasibility for local implementation by ten directors of Teacher Corps Projects.

6.3 Evidence of effectiveness with users:

The revised materials were tested by 30 elementary teachers, on the staff of one elementary school. The teachers simulated the steps through which a local faculty would proceed. Final revisions were made in the documents.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The material appears appropriate to the stated objectives. It could be adapted in the teaching of content areas other than mathematics.

Content accuracy/social fairness/community acceptance issues:

The content appears accurate. The issues of social fairness and community acceptance are not applicable.

Overall summary/comment:

The module allows for many opportunities for the teacher to teach a specific math lesson with objectives geared to motivating the learner. However, it would be helpful to have a skilled mathematics instructor to observe and critique each individual teacher.